Supervisory Strategies for Promoting Work Quality and Staff Enjoyment

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Importance of Using Evidence-Based Procedures for Working with Staff

- Logical extension of using evidence-based interventions for people with autism and other disabilities
- "Cop out view" vs. accountable supervision

Essence of Supervising Staff

- Bottom line 1: change and/or maintain performance (maximizing work effort and proficiency)

- Bottom line 2: creating and maintaining a desirable work environment (maximizing work enjoyment)

IMPORTANCE OF PROMOTING STAFF WORK ENJOYMENT
(Motivation: Working Hard *and* Enjoying Work)

1. **Lack of enjoyment hinders work productivity**

2. **Staff work enjoyment impacts client enjoyment**

3. **Enjoyment with work reduces absenteeism and turnover**

4. **Staff enjoyment enhances supervisor enjoyment**

Behavioral Outcome Management

- Select consumer outcome
- Specify staff performance
- Train
- Monitor
- Support
- Correct
- Evaluate

Qualifications with Behavioral Outcome Management

- Requires consistent supervisor *action*
- Sometimes has to be *selective*
- Must be as *data-based* as possible
- Importance of informal *sensitivity* and subsequent *responsiveness*

Basic Training Protocol

- Performance- and competency-based
  - Behavioral Skills Training (BST)
- Focuses primarily on performance skills and secondarily on verbal skills

Basic Training Protocol

1. Vocally describe target skills
2. Provide written summary
3. Demonstrate skills
4. Trainee practice of skills with feedback
5. Repeat steps 1, 3, & 4 until observed competence

Behavioral Skills Training Reference

- Parson, M.B., Rollyson, J.H., & Reid, D.H. (2012). Evidence-based staff training: A guide for practitioners. *Behavior Analysis in Practice, 5,* 2-11.
- Summary

Efficiency of Behavioral Skills Training (BST)

- Often less efficient than traditional, verbal-based training
  - But verbal-based training not very effective with performance skills
- Need to increase efficiency of BST
  - Pyramidal training
  - Use of visual media

Pyramidal Training

- Parsons, M.B., Rollyson, J.H., & Reid, D.H. (2013). Teaching practitioners to conduct behavioral skills training: A pyramidal approach for training multiple human service staff. *Behavior Analysis in Practice, 6,* 4-16.

Advantages of Pyramidal Staff Training

- Reduces amount of *lead* trainer time
- Once key staff are trained in BST, they can assist in future staff training once they have acquired the training content
- Especially helpful when training large numbers of staff or staff in different locations
- Helps maintain content skills of staff trainers

Concerns with Pyramidal Staff Training

- Some staff do not want to function as staff trainers, and especially peer trainers
  - Van den Pol, Reid et al. (1983) *JABA*
- Requires staff trainers have available time to conduct staff training

Making BST More Efficient:

- Pyramidal (for the lead trainer)
- Visual media
  - General advantage and disadvantage

Behavioral Outcome Management

- Select consumer outcome
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Making Monitoring Acceptable

- Reid & Parsons (1995). Comparing choice and questionnaire measures of the acceptability of a staff training procedure. *Journal of Applied Behavior Analysis, 28,* 95-96.
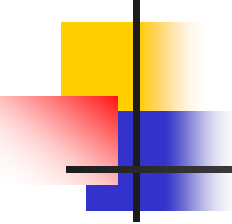
Behavioral Outcome Management

- Select consumer outcome
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Supportive Management

- Set the occasion for proficient staff performance

- Positively support/reinforce proficient performance

The Power of Systematic and Frequent (Positive) Feedback

- Most evidence-based, readily available means of improving staff performance.
- vs. *supplemental* role of special recognition, performance lotteries, contingent gifts, etc.

Feedback Protocol

- Parsons & Reid (1995). Training residential supervisors to provide feedback for maintaining staff teaching skills with people who have severe disabilities. *Journal of Applied Behavior Analysis, 28,* 317-322.

Feedback Protocol

1. Begin with positive or empathetic statement
2. Identify skills performed correctly
3. Identify skills performed incorrectly
4. Specify how to change/improve incorrect performance
5. Solicit questions
6. Describe next actions
7. End with positive or empathetic statement

Power of Feedback: Long-Term Case Example

- Reid, D.H., Parsons, M.B., & Jensen, J.M. (2017). Maintaining staff performance following a training intervention: Suggestions from a 30-year case example. *Behavior Analysis in Practice, 10,* 10-21.

Behavioral Outcome Management

- Select consumer outcome
- Specify staff performance
- Train
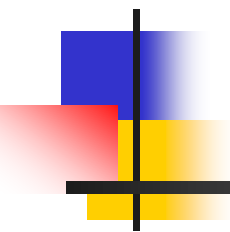- Monitor
- Support
- Correct
- Evaluate

Corrective Management

- Identify correct performance
- Identify incorrect performance
- Specify how to change/improve incorrect performance
- Contingent use of disciplinary action

Acceptability

- Review
  - with training
    - practice with feedback
  - with feedback
    - key parts of the protocol
    - MBWA (sort of)
- Other strategies

Changing Less-Preferred Duties to More-Preferred:

A Potential Strategy for Improving Supervisor Work Enjoyment

Green, C. W., Reid, D. H., Passante, S., & Canipe, V. (2008), *Journal of Organizational Behavior Management, 28,* 90-109.

Making Less Preferred Duties More Preferred

- Identify staffs' most disliked duty
- Query staff about why the duty is so disliked
- Query staff (and others about how performing the duty can be changed to make less unpleasant to perform)
- Make the changes identified above

Staff Motivation

- Working hard (proficiently)
- Enjoying work

Creating a Motivating Work Environment

- Parsons, Reid, & Crow (2003). The best and worst ways to motivate staff in community agencies: A brief survey of supervisors. *Mental Retardation, 41,* 96-102.

Enhancing Motivation

- Increase the "goods"
  - Formal recognition

Enhancing Motivation

- Increase the "goods"
  - Formal recognition
  - Informal recognition

Enhancing Motivation

- Increase the "goods"
  - Formal recognition
  - Informal recognition
    - Impromptu praise

Enhancing Motivation

- Increase the "goods"
  - Formal recognition
  - Informal recognition
    - Impromptu praise
    - Special recognition meetings

Enhancing Motivation

- Increase the "goods"
  - Formal recognition
  - Informal recognition
    - Impromptu praise
    - Special meeting recognition
    - Take home the goods

Resource Information
Supervisor Training Curricula

- Reid, Parsons, & Green (2011). *The Supervisor Training Curriculum* www.aaidd.org

- Courtney, Hartley, LaMarca, Rosswurm, & Reid (2017). *The training curriculum for supervisors of ABA technicians in autism programs.* Sloan Publishing

Reference for Evidence-Based Supervision

- Reid, D.H., Parsons, M.B., & Green, C.W. (2012). *The Supervisor's Guidebook: Evidence-Based Strategies for Promoting Work Quality and Enjoyment among Human Service Staff.*

- Reid, D.H., & Parsons, M.B. (2018). *Working with Staff to Overcome Challenging Behavior among People Who Have Severe Disabilities: A Guide for Getting Support Plans Carried Out.*

- www.behaviordevelopmentsolutions.com

Successful Supervision
Staff Working Hard (Proficiently) & Enjoying Their Work

- Evidence based
- Active
- When successful:
  - *EVERYBODY WINS*

Contact Information

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